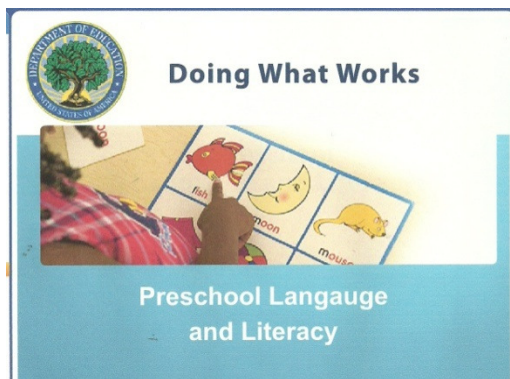


# Preschool RTI: Language and Literacy Part

## Introduction/Overview

Professional Development Module  
Montana Office of Public Instruction





**Montana  
Office of Public Instruction**  
Denise Juneau, State Superintendent



**early reading first**

Montana Partnership for  
Early Literacy  
(MTPEL)

**Montana Striving Readers Project (MSRP)**

[http://opi.mt.gov/Streamer/Instructional Innovations/](http://opi.mt.gov/Streamer/Instructional%20Innovations/)



# IES Practice Guides

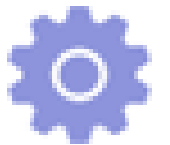
## What Works Clearinghouse Reviews of Early Childhood Education Language and Literacy Practices



<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

# Organization

- **Practice Summary**  
Gain an overview of a practice & see the issues it addresses.
- **Learn What Works**  
Understand the research base behind the practice.
- **See How It Works**  
Examples of schools engaged in these practices.
- **Do What Works**  
Action ideas and examples of tools to improve your own practice.



# Multimedia Overview:



## Preschool Language and Literacy





# Preschool Language and Literacy

## 1 RECOMMENDED PRACTICE Phonological Awareness

### SOUND AWARENESS

#### SAY BEGINNING SOUND

*Top. Say the first sound in top.*

#### BLEND ONSET-RIME

*S...am. Say it fast.*

#### SEGMENT SOUNDS IN WORDS

*Dog. Say the sounds you hear in dog.*

#### MATCH LETTERS AND SOUNDS

*What sound does the letter 'p' make?*

MANIPULATION OF SOUNDS

### ASSOCIATION OF SOUNDS WITH SYMBOLS



Preparing Children  
for Literacy Success

## 2 RECOMMENDED PRACTICE Interactive and Dialogic Reading

### TEACHER AS GUIDE

**TEACHER:**  
*What do you think will happen next?*

**CHILD:**  
*The ducks won't cross the street. They're afraid.*

**TEACHER:**  
*How will they get to their new home?*

**CHILD:**  
*The policeman will help... See, the policeman stops the traffic. The drivers are laughing at the duck parade... The little ducklings like swimming with the Big Swan Boats.*

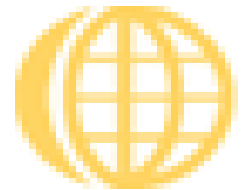
TEACHER AND CHILD  
ENGAGE IN DIALOGUE

### CHILD AS STORYTELLER

# Key Concepts



- Two Recommended Practices
  - Teaching Phonological Awareness
  - Engaging Students in Interactive and Dialogic Reading
- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children





# MT Early Learning Guidelines

## The Montana Early Learning Guidelines

[http://www.dphhs.mt.gov/hcsd/childcare/documents/mtelgs\\_001.pdf](http://www.dphhs.mt.gov/hcsd/childcare/documents/mtelgs_001.pdf)

### Language and Literacy Guideline 3:

#### **Phonological Awareness**

Phonological Awareness is the conscious awareness of the sound structure of language and the ability to manipulate syllables and sounds of speech.



# MT Early Learning Guidelines

- Language and Literacy Guideline 1:

## **Receptive Language**

Receptive language is our understanding of the vocabulary and sentence structures of our language.

- Language and Literacy Guideline 2:

## **Expressive Language**

Expressive language is our ability to use language for many purposes to communicate our needs, desires, and thoughts. The ability to use the full array of language skills for expression and interpretation is strongly influenced by children's experiences and environment.



Teach  
Phonological  
Awareness



# Montana Literacy Plan

Engaging  
Students in  
Interactive  
and Dialogic  
Reading



K	1	2	3	4	5	6	7	8	9-10	11-12
<b>Foundational Skills: Print Concepts &amp; Phonological Awareness</b>										
<b>Foundational Skills:</b> Phonics & Word Recognition. Fluency										
<b>Reading Literature &amp; Informational text, including literary nonfiction:</b> Balance K-5 = 50% literature* & 50%* informational text.						<b>Reading Literature – stories, drama, poetry:</b> Balance grade 6-8 = 15%* Balance gr. 9-12 = 30%*				
						<b>Reading informational, including literary nonfiction:</b> Balance 6-8 = 55%* Balance gr. 9-12 = 70%*				
						<b>Literacy (Reading) in History/Social Studies, Science, and Other Technical Subjects</b>				
<b>Writing Standards:</b> Balance of Text Types: grades 4 – opinion = 30%; information = 35%; narrative – 35%						<b>Literacy (Writing) in History/Social Studies, Science, and Other Technical Subjects:</b> Grade 8 – argument = 35%; information = 35%; narrative – 30% Grade 12 – argument = 40%; information = 40%; narrative = 20%				
<b>Speaking &amp; Listening Standards</b>										
<b>Language Standards, including vocabulary acquisition and use</b>										

\*Percentages represent across the school day/month/year.

“Six variables representing early literacy skills had medium to large predictive relationships with later measures of literacy development: alphabet knowledge, **phonological awareness**, RAN, writing or writing name, and phonological memory.”

# Connection to Montana Kindergarten Curriculum Standards



Reading  
Literature  
Listening  
Speaking  
Writing





# Montana Kindergarten Curriculum Standards

Recommended Practice	Content Standard
Teach Phonological Awareness	<ul style="list-style-type: none"><li>•Reading Content Standard 2</li><li>•Writing Content Standard 1</li></ul>
Engage Students in Interactive and Dialogic Reading	<ul style="list-style-type: none"><li>•Reading Content Standard 1</li><li>•Reading Content Standard 3</li><li>•Reading Content Standard 4</li><li>•Reading Content Standard 3</li><li>•Writing Content Standard 2</li><li>•Writing Content Standard 6</li><li>•Listening and Speaking Content Standards 1-4</li><li>•Literature Content Standards 1-5</li></ul>

# Head Start Child Outcomes

Domain	Domain Element	Indicators
L I T E R A C Y	*Phonological Awareness	*Shows increasing ability to discriminate and identify sounds in spoken language.
		*Shows growing awareness of beginning and ending sounds of words.
		*Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.
		*Shows growing ability to hear and discriminate separate syllables in words.
		* <b>Associates sounds with written words</b> , such as awareness that different words begin with the same sound.

The Head Start Child Outcomes Framework." The Head Start Leaders Guide to Positive Child Outcomes. HHS/ACF/ACYF/HSB. 2003. English.



opi.mt.gov

# Head Start Child Outcomes

Domain	Domain Element	Indicators
L D A E N V G E U L A O G P E M E N T	Listening And Understand ing	*Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
		*Shows progress in understanding and following simple and multiple-step directions.
		➤ Understands an increasingly complex and varied vocabulary.
		➤ For non-English-speaking children, progresses in listening to and understanding English.
	Speaking And Communica ting	➤ Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes.
		*Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
		➤ Uses an increasingly complex and varied spoken vocabulary.
		*Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
		➤ For non-English-speaking children, progresses in speaking English.

The Head Start Child Outcomes Framework." The Head Start Leaders Guide to Positive Child Outcomes. HHS/ACF/ACYF/HSB. 2003. English.



# Montana Striving Readers

Where do Preschools and Early Childhood Centers (ECC's) fit into the RtI process?

What does RtI look like at the early childhood level?

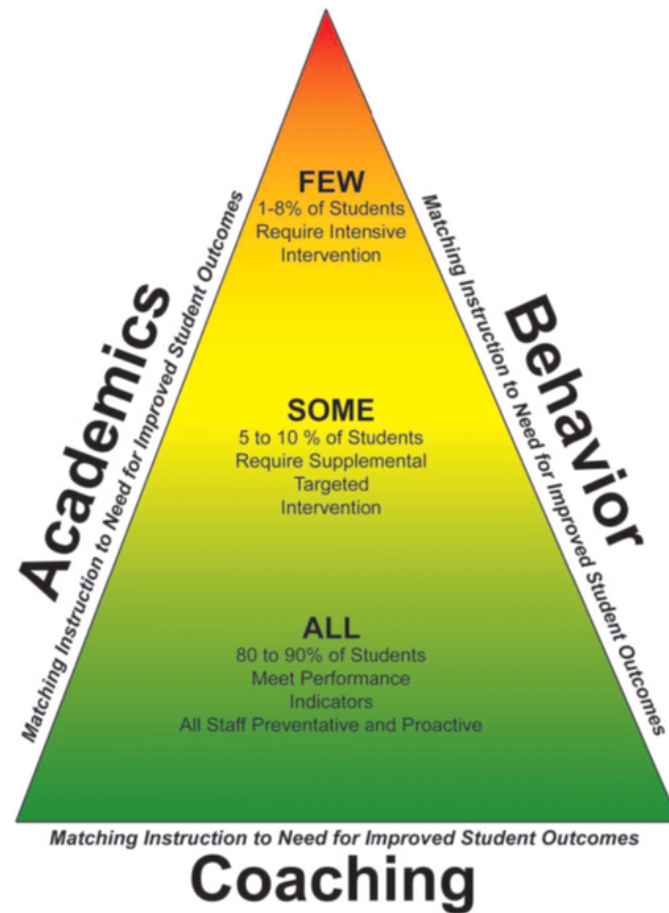
Resources:

- Montana RtI Framework
- Montana Literacy Plan
- Montana Early Learning Guidelines
- Montana Kindergarten Curriculum Standards

# Montana RtI Model

## Early Childhood Focus

The focus for Early Childhood Centers is to provide explicit and systematic instruction on early language and literacy skills, using practices that provide strong foundational core instruction for all students, that may result in the need for fewer interventions later in the child's school career.



# Key Concepts



- Two Recommended Practices
  1. Teaching Phonological Awareness
  2. Engaging Students in Interactive and Dialogic Reading
- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children

